



Functional Independence

English Language Arts

Official Released Items

Grade 11

Spring 2006
Official Released Items

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The Grade 11 Functional Independence English Language Arts Assessment was administered for the first time in spring 2006. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the spring 2006 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended benchmarks (EB), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the spring 2006 grade 11 assessment booklet. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

Functional Independence - English Language Arts

Assessment Component	Number of Core Items	Number of Released Items
Part 1 Accessing Print: Word Recognition	20	4
Part 2 Accessing Print: Text Comprehension	3 passages/ 7 items each	1 passage/ 7 items
Part 3 Expressing Ideas	1 prompt	1 prompt

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PART 1

ACCESSING PRINT: WORD RECOGNITION

DIRECTIONS: Read each sentence. Then, choose the word that belongs in the sentence.

R1 Maria goes to the movie _____ to make sure she gets a good seat.

- A** late
- B** show
- C** early

R2 Bill turns up the heat on the stove to _____ a pot of water.

- A** chop
- B** boil
- C** pour

R3 The weatherperson on television _____ everyone to stay home because of the ice storm.

- A** warned
- B** played
- C** thanked

R4 Next _____ , Jeff has to go to the dentist.

- A** teeth
- B** Monday
- C** office



Do Not Continue.



Do not continue until instructed to do so.

PART 2

ACCESSING PRINT: TEXT COMPREHENSION

DIRECTIONS: Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

Released Passage**Pizza for Dinner**

Peter and his friends, Lisa and Ming, like to cook. On weekends they take turns cooking meals for each other. The last time they were together, Lisa made vegetable soup. Now it is Peter's turn to cook. He decides to make a pizza from his favorite cookbook. This is how to make it:

Easy Pizza

Preheat oven to 375°

1 pizza crust

1 - 2 cups toppings (meat, mushrooms, green pepper, onions, olives)

1 15-ounce jar spaghetti sauce

1 cup cheese, grated

Put the pizza crust on a flat, oiled pan. Place the toppings on the crust. Pour the spaghetti sauce over the toppings. Spread the cheese over the sauce.

Bake in preheated oven for 20 minutes.

This is what Peter did:

1) He turned on the oven and put oil on a cookie sheet. He put the crust on the oiled cookie sheet. Then, he took the spaghetti sauce out of the kitchen cabinet.

2) He washed the green pepper and onion that Lisa prefers. He also opened a can of mushrooms to please Ming. He spread the mushrooms over the pizza. He peeled the purple onion. Then, he cut the green pepper in half and took out the seeds. He chopped the vegetables and scattered them over the crust.

3) Last, he poured the sauce over the toppings. He put the cheese on top of everything and slid the pizza into the oven to bake.

R5 Peter makes the pizza for

- A** a supper at his school.
- B** his friends and himself.
- C** his family and himself.

R6 What does Peter do **first** in the passage?

- A** turns on the oven
- B** cuts up onions
- C** eats the pizza

R7 Why does Peter **probably** use oil?

- A** so the toppings won't fall off the pizza
- B** so the spaghetti sauce tastes better
- C** so the crust won't stick to the cookie sheet

R8 Where does Peter find the sauce?

- A** in the oven
- B** in a cabinet
- C** in the cookbook

R9 Why does Peter put peppers on the pizza?

- A** Peppers are his favorite topping.
- B** He knows that peppers are Ming's favorite.
- C** He remembers that Lisa likes peppers.

R10 In this passage, the word prefers means to

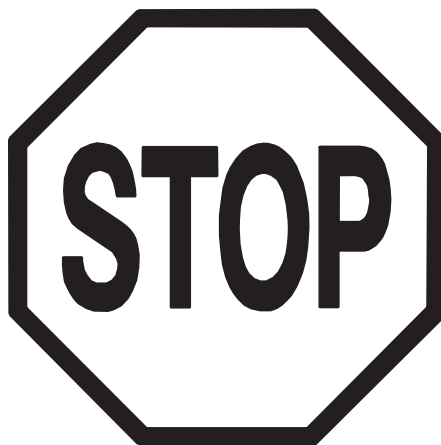
- A** choose one thing over something else.
- B** buy something at a grocery store.
- C** hide something because no one likes it.

R11 Which of these would be a good way to learn how to make pizza?

- A** look up the word *pizza* in the dictionary
- B** search the Internet for “making pizza”
- C** read a book about famous dinner parties



Do Not Continue.



Do not continue until instructed to do so.

PART 3

EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

R12 Released Prompt: What do you like to eat for dinner? Describe your favorite dinnertime meal.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?



Do Not Continue.



Do not continue until instructed to do so.

Scoring Rubric – Grades 3-8 and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Below is a list of the Extended benchmarks (EB) for each released item found in this booklet. The chart contains the EB code, a brief description of what is measured, and the correct answer for each released item.

Full descriptions of the EB contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

Released Item Number	EB Code	ASSESSMENT COMPONENT or Abbreviated Extended Benchmark Descriptor	Answer Key
		ACCESSING PRINT	
		PART 1 – WORD RECOGNITION	
R1	R.WS.11.EB03	Recognize frequently encountered words	C
R2	R.WS.11.EB03	Recognize frequently encountered words	B
R3	R.WS.11.EB03	Recognize frequently encountered words	A
R4	R.WS.11.EB03	Recognize frequently encountered words	B
		PART 2 – TEXT COMPREHENSION	
		Functional Passage	
R5	R.CM.11.EB02	Identify main ideas and details	B
R6	R.NT.11.EB03	Identify story elements	A
R7	R.CM.11.EB01	Make inferences, predictions, and conclusions	C
R8	R.CM.11.EB02	Identify main ideas and details	B
R9	R.CM.11.EB02	Identify main ideas and details	C
R10	R.WS.11.EB07	Use context clues	A
R11	R.IT.11.EB01	Identify informational genre	B
		PART 3 – EXPRESSING IDEAS	
R12	W.GN.11.EB02	Write/draw informational piece	



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